

Appendix B: Reading Access Accommodation on English Language Arts Test Decision-Making Tool

Use of this form is optional.

Do not submit a copy of this form to the Ohio Department of Education.

The Department created this tool to assist individualized education program (IEP) teams and Section 504 plan coordinators in identifying students who may be eligible to use on Ohio's state tests in English language arts one of the following reading access accommodations: text-to-speech, human read-aloud, screen reader, or sign language interpreter.

Student's Name: _____ **D.O.B.:** _____ **Grade:** _____

School/Program: _____ **State ID #/Local ID#:** _____

District/local education agency: _____

IEP Team Members or Section 504 Plan Coordinator/Staff		
Title	Name	Date
IEP team chairperson or Section 504 coordinator:		
Special Education Teacher(s):		
General Education Teacher(s):		
IEP Team member(s) qualified to interpret reading evaluation results:		
Parent(s) or Guardian(s):		
Student (if a team participant):		
Other IEP team member(s):		
Verification of parent/guardian notification (optional): _____ <i>(Parent/Guardian Initials)</i> <i>I have been informed by my child's school that my child will receive a text-to-speech, human read-aloud, screen reader or sign language interpreter accommodation for an English language arts test.</i>		

<p>Guidelines for IEP Team or Section 504 Plan Consideration</p> <p>The text-to-speech, human reader, screen reader, or sign language interpreter accommodations are intended to provide access for a very small number of students to printed or written texts in Ohio’s state English language arts tests. These students have print-related disabilities and otherwise would be unable to participate in the state tests because their disabilities severely limit or prevent them from decoding, thus accessing printed text.</p> <p>This accommodation is not intended for students reading somewhat (only moderately) below grade level.</p> <p>Schools should use a variety of sources as evidence (including state assessments, district assessments and one or more locally administered diagnostic assessments or other evaluation).</p>	<p>Agree/Disagree</p>
<p>The student has an individualized education program (IEP) or Section 504 plan.</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>The student has:</p> <p style="padding-left: 40px;">A disability that severely limits or prevents him or her from accessing printed text, even after varied and repeated attempts to teach the student to do so (for example, student is unable to decode printed text). Consider using text-to-speech, a human reader or a sign language interpreter.</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">Blindness or a visual impairment and has not yet learned (or is unable to use) Braille. Consider using a human reader or a screen reader.</p> <p style="padding-left: 40px;">OR</p> <p style="padding-left: 40px;">Deafness or hearing loss and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. Consider using a sign language interpreter.</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>Before listing the accommodation in the student’s IEP or Section 504 plan, teams and plan coordinators should also consider whether:</p>	
<p>The student has access to printed text during routine instruction through a reader, accessible educational materials (AEM), or sign language interpreter;</p>	<p><input type="checkbox"/> Agree <input type="checkbox"/> Disagree</p>
<p>The student’s inability to decode printed text or read Braille is documented in evaluation summaries from locally administered diagnostic assessments;</p>	
<p>The student receives ongoing, intensive instruction and/or interventions in foundational reading skills to continue attaining the important college- and career-ready skill of independent reading.</p>	

For information about who needs AEM, how to obtain AEM and tools to support AEM, visit the Assistive Technology & Accessible Educational Materials Center online (<http://ataem.org/>).

List the data and/or evaluation sources documenting the decision to give a reading access accommodation to the student on the English language arts test:

1. Name of diagnostic evaluation or educational assessment:

Name and title of examiner:

Most recent testing date:

Score(s):

Provide a summary of the results:

2. Name of diagnostic evaluation or educational assessment:

Name and title of examiner:

Most recent testing date:

Score(s):

Provide a summary of the results:

3. List any additional assessment data, scores, and/or evaluation results that guided the decision-making process for IEP teams or Section 504 plan coordinators regarding the **text-to-speech, human read-aloud, screen reader, or sign language interpreter** accommodation for the English language arts test:

List the instructional interventions and supports specifically related to reading that the student currently receives:

The student has received intensive reading interventions for ____ years.

List the specific school years and frequency _____

Describe and list the specific reading intervention(s) the student received:

List any additional relevant information regarding the student:
